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ABSTRACT

This guide presents a model for designing an early childhood program that educates children with and without disabilities in the same classroom setting. Its system of instruction is developmentally appropriate for preschool children and provides effective early intervention for young children with disabilities. It focuses on creating an environment that fosters children's confidence in themselves as learners, encourages children's active participation in their learning, promotes children's ability to understand and appreciate others, encourages meaningful relationships with other children, and promotes mastery of skills and knowledge. The curriculum represents a process-oriented approach that describes actions and procedures but leaves the choice of topic, activity, and materials to inspiration. Chapters discuss: theoretical and best-practice underpinnings of the approach; classroom environment; the CHILD curriculum, which addresses cognitive, physical, interpersonal, and language development; the thematic approach; the daily routine; procedures for designing units of study; writing the Individualized Education Program; key environmental modifications and teaching strategies; and options for monitoring child progress. Appendices provide the curriculum, an environmental checklist, a weekly lesson plan form, a checklist for planning the daily routine, the CHILD Profile, and an evaluation study of the Inclusive Early Childhood Education Model. (Contains approximately 60 references.) (JDD)